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## **CONSTRUCTION OF LEARNING ENGLISH AS A MODEL OF THE COMMUNICATION PROCESS**

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**Abstract:** The objective of learning English is formulated as follows now: teach students to communicate in English. But when posed in this way it becomes a goal in itself. The purpose of education is much broader than the acquisition of certain skills and abilities, and opportunities for the subject “English” is much broader.

**Key words:** modern techniques, generalizing, part of sentence, speech, development of the individual student.

Therefore, the purpose of teaching English language at present can be summarized as follows: to teach students not only participate in communication in English, but also actively participate in the development of the individual student.

For this reason, most modern techniques of teaching English based on the principle of active communication.

Communicability involves the construction of learning as a model of the communication process. To make learning the basic features of the communication process, firstly, the need to go to personal communication with students, making the work with the audience composing the normal psychological climate. Secondly, it is necessary to use all modes of communication to solve this problem - interactive (when there is an interaction with the teacher the students on the basis of any activity other than teaching), perceptive (when there is a perception of each other as individuals, bypassing the status of teacher and student), information (when the pupil and teacher change their thoughts, feelings, and not words and

grammatical structures). The third necessary condition is the creation of communicative motivations - needs, which encourages students to participate in communion with the aim of changing the relationship with the interlocutor. Communication should be constructed in such a way that there was a gradual mastery of verbal material.

The motivation for communication can be various incentives. When working with a project methodology is the work on joint projects. The same stimulus is used in distance learning, and intensive methods. Frequently, the situation used in the training, are problematic. These situations should contribute to the formation of different opinions among the trainees and should not give clear solutions. Discussion of these situations can throw together different views is the need to defend their point of view, there is a need to communicate in a foreign language. The use of problem situations also has another positive side, because it provides an opportunity to solve and educational problems as foster proactive personality is possible only when discussing situations which are based on true values.

It is also important to note that situations learning, case must permeate all stages of learning verbal material at all stages of learning.

In addition, almost all methods commonly use collective joint activity. The tendency of replacing the individual work by the group work developed for a long time. Teamwork is intensifying collective. The formation of skills and competencies takes place in the system of collective actions that contribute to internal mobilization capacity of each student. The forms of collective interaction are easily implemented in the classroom. It is a work in pairs, a work of three, a work in micro-groups and in the complete group. It should also be noted that the role-play game communication, constantly interacting with the personal, is its prerequisite and condition. The situations of role communication in which the skills and abilities of foreign language communication develops, provide a transition to a higher level of communication.

Gathering them in the process of active teaching and learning activities, thus forming an active personality with creative thinking. This principle is widely used

in the Activity Based method, as it is designed primarily for people with established logical thinking. In addition, it allows you to consciously master the linguistic resources and use them intelligently, as well as it ensures the formation of a strong knowledge and skills.

All the more widely used in foreign language teaching methods become features of intensive methods of teaching English. They are, for example, multifunctional exercise. After all, while there are several types of activities: listening, speaking, and certain grammatical knowledge.

The same is true with the conditional speech exercises, once a sentiment typical of the communicative method. Now they are also used in an interactive method.

There is another idea, found in virtually all methods, with minor variations. This is the principle of the educational process on the basis of its quantization and programming in the communicative conception. Quantization in this case being everything from goals and finishing materials, training process is divided into definite cycles. The teaching process in distance education undergoes structuring, course structure is modular, so the student can clearly recognize your progress from module to module, or choose a module, depending on their qualifications. Even the Activity Based technique divides the course of learning English (foreign) language, as mentioned earlier, the tentative mastery of language means and subsequent mastery of communication.

And use this systematization of teaching for more specific goal-setting courses, in addition, the material is grouped according to themes, more convenient to remember, as well as its use and secure.

Thus, we see that the modern methods, despite the large number of specific features, have much in common, lying in their very basis.

To determine how well each of the described methods, we will try to highlight and explore the pros and cons of each.

The communicative method has several positive aspects that should be actively used to work with him.

First and foremost, this is the purpose of training, which is not just mastering a foreign language, and learning a foreign language culture. This is achieved by subordinating and interrelatedness of all aspects of training. Following such installation, the teacher involves in the formation of the individual student, which is certainly a positive side.

Another advantage of this concept is the interface and the balanced development of all activities (speaking, listening, reading, and writing). This factor is very important.

Very good factor is the creation of an additional motivation, using interdisciplinary communication.

But the most important positive aspects were the use of communication as the main method of teaching English language, and use situations to realize this.

However, the unjust will not say that the latter two factors are characteristic for the other techniques discussed in the research.

This technique does not have pronounced negative features. Perhaps it has minor issues, but they are not expressed as clearly as positive qualities.

We now turn to the intensive method.

Undoubtedly, the biggest of its plus this is the fastest results. By the second day of classes the student to communicate in English using verbal clichés, studied at the first lesson.

Also important are the psychological bases of advantage of this technique (of suggestion), which allow a psychologically comfortable in the classroom, but also used for more effective learning.

Big plus is multifunctional exercise, repeatedly referred to earlier, as well as very well a lot of time given to activate the new vocabulary. At each cycle of training is recommended to spend up to 20-24 hours, including on the activation of a new material - 18-20 hours.

There are also some disadvantages in this method. For example, too much new material, which is given for a presentation.

The disadvantage is also the training, especially oral forms of communication: reading and listening comprehension, writing as a form of communication while becoming secondary, which is impossible to allow in any case.

The project methodology of foreign language teaching has distinct disadvantages, like the communicative method. In this case it is characterized by positive features, such as: capture the culture of designing, developing abilities to think creatively and independently, to predict the solutions to the task.

Analyzing all of the above, we can say that the ideal methods of teaching English does not currently exist. Although the communicative and design techniques nowadays are the most harmonious and relevant to the modern methodology.

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